

SCHOOL BASED PROGRAMME FOR PROMOTION
OF EQUALITY BETWEEN SEXES.

REPORT

WOMEN'S STUDIES UNIT
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
SRI AUROBINDO MARG, NEW DELHI - 110016.

1988

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Workshop on School Based Programme

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Report on the Workshop on School-Based-
Programme held on October 27-28, 1988.

A workshop was organised by the Women's Studies Unit for launching a School-Based Programme in Delhi. The workshop was held in the NIE Auditorium on October 27-28th 1988.

The Time-Table of the programme is given in Appendix- I.

Rationale- Education for Women's Equality, is one of the salient features of the New Policy of Education. The NPE (1986) and POA have strongly emphasised the positive and interventionist role of education in achieving women's equality. Education is to be used as an agent of basic change leading to empowerment of women in our country. The NPE also prescribes that all educational institutions shall take up programmes of women's education and development by 1990. Concentrated and planned efforts are being made at the NCERT level to operationalize and implement this major recommendation through various programmes and schemes of action.

Active involvement of educational institutions, numbering more than 7,50,000 at all levels, can go a long way in the realization of promoting EWE, a national goal and objective. It is imperative, that there be a national programme to promote EWE and the present project attempts to formulate such a comprehensive and holistic plan for a school-based approach, in achieving this end.

The need for a strong school-based programme can not be ignored as it provides the foundation and the right 'vehicle', for a continuous application of all resources in order to promote, popularise and actualize women's equality throughout the masses.

The school has been referred to as a 'vehicle' to propagate, educate and raise the status of women all over the country, because education is a continuum of which primary, middle and secondary education levels, are the three successive and inter-related phases. There is the need for evident continuity of objectives of education at all the stages though the emphasis may alter from one to another. Thus generating awareness on the issue of women's status and promoting equality, could be efficiently done using the school as a background or base for all types of activities related to EWL.

Interventionist Activities can be broadly categorised into two specific groups-

- i) In school activities
- ii) Out of school activities.

It needs to be stressed here that both types of activities listed would reach out and cater to the target population of - students, teachers, administrators and parents all of whom, come within the range and focus of the school based programme. All the activities will aim at the realisation of certain objectives, as a means of generating awareness

and promoting equality between sexes.

The objectives have been identified using the POA as a framework.

Objectives-

The main objective of this particular programme is establishment of equality between the sexes. Objectives related to the in school activities are as follows-

- i. Co-operation and participation of both the sexes in all school activities, on the basis of equality.
- ii Mutual respect of both the sexes towards each other.
- iii Development of a positive self-image.
- iv. Providing equal opportunities for growth and self-development in all fields.
- v. Inculcation of a sense of sharing and caring for one another.
- vi. Removal of sex stereo types.
- vii. Roles and professions should be sex-fair and sex free.
- viii Creation of a healthy social atmosphere, and a sensitivity towards the women's issue and their problems.

Objectives as related to out of school activities are as follows-

- (i) promoting awareness on the need for equality between sexes.
- (ii) taking up concrete programmes of Women's Education and Development. Non Formal education, condensed courses.

The basic underlying assumption of all the above objectives is attitudinal change and awareness generation among the masses. Re-orientation of attitudes is necessary in order to sensitize all sections of the people to become conscious of the existing glaring irregularities and inconsistencies between the sexes. It is impossible to expect an overnight change in a traditional society like ours. Change of attitude and perceptions are viable only over long time spans and through a multi-pronged approach.

Participants

The participants for the workshop were selected from five schools in the Mehrauli Block in Delhi. The list is given in Appendix II.

Principals of all the selected schools, two teachers and two students from each school attended the workshop. Mrs. D. Unnithan (Director SLE) co-ordinated on behalf of Delhi Administration.

Programme Management-

1. Prof (Mrs) Usha Nayar- Programme Director
 2. Mrs Sandhya Paranjpe- Programme Co-ordinator
- Prof. S. Bisaria, Dr. K.C Nautiyal, Dr. I. Kulshreshtha, Mrs. J. Duggal & Mrs. Manju Bhatt were the other faculty members who participated in the workshop, and contributed in the proceedings. A list of the WSO Faculty and administration is given in Appendix III
- Mrs. D. Unnithan, Director SLE and Mrs Rajpal, Education Officer represented and co-ordinated on behalf of Delhi

Administration Department of Education.

Methodology of the Workshop In order to facilitate maximum participation and contribution from the entire groups, a variety of methods were used during the workshop proceedings.

Initially an informal self-introductory mode was adopted to develop group cohesion, rapport building and interaction among all the participants. It was observed that this led to narration of childhood experiences, parental attitudes perceptions and views thereby indirectly analysing community attitudes and views on equality between sexes, in the past and present. Children openly expressed their feelings and desires about the differential treatment between boys and girls, and also suggested how this problem could be overcome. This concern led to the entire groups unified approval for a sound awareness / ^{generation} programme leading to Education for Women's equality.

During the workshop a list of materials which is given in Appendix IV were handed out to the participants. Resource talks, charts and diagrams were also used. For example Figure on using the child as a focus on awareness generation for case in explanation and understanding. This was found useful as even the children from the primary school could assimilate and discuss the diagrams. Each talk was followed by group discussions for classification purposes.

Three video films were also shown depicting women's

issues and problems. This media was found to be very effective having a great impact especially on the student representatives. Tunes were being hummed throughout the next day while the teachers expressed their keenness on showing these films in all the schools to a larger student population. They felt that ideas could be more openly and easily discussed after video shows, thus facilitating awareness generation to a greater degree.

One interacting session was a question answer forum conducted by Dr. Karuna Ahmad. This generated heated discussion by one all, bringing out many subtle and unconscious ideas and realisation on the issue of equality between sexes. It was also noted that there is a slow though positive change in parental attitudes and treatment towards boys and girls.

Since there were children participating in this particular workshop, they were asked to write essays, poems or stories expressing their feelings and ideas regarding the two day workshop. The outcome was very fruitful as they all wanted to contribute towards awareness generation, and believed in the need for this movement.

A multiple variety of methods were found to be more effective and conducive towards workshop oriented outcomes and participation, than the traditional stereotypical methodology approach.

October 27th

In the opening session Dr. Nayar spoke on adoption of the School Based Programme as an outcome of the N-L/P/OA.

She oriented the participants towards the entire gamut of women's problems which necessitates effective intervention strategies for raising their status and empowerment.

Dr. Siddiqi applauded the NCERT on launching this type of a programme in Delhi. He stressed the need to launch similar schemes not only in girls but boys schools as well.

Mrs. D. Unnithan delivered the presidential address in flowing Hindi, exhorting all Principals teachers and students to spread the message of equality between sexes in a practical and realistic manner. She congratulated NCERT in visualizing this project and promised full co-operation and help on behalf of Delhi Administration (Education Department).

Dr. S. Bisaria pointed out and emphasised that participation in decision-making is an important element in increasing the capability and self-confidence of girls in all areas of life. However at the same time a balance needs to be maintained between the sexes-no unnecessary confrontation should be adopted.

After the inaugural session, the workshop had a long session on self-introduction, where personal experiences and ideas on women's equality were discussed.

A resource talk followed given by Dr. Nayar. The element of the talk was directed at the explanation of the N.E./O., Vis-a-vis E.E. NCERT/JSU activities and programmes were

explained and the background of the SBP was further explained and detailed out by Mrs. Manju Shatt.

Vibha Parthasarthi (Principal Sardar Patel Vidyalaya) gave a stimulating talk on the role of classroom activities, management and teacher behavior as related to awareness generation amongst student.

Dr. Karuna Ahmad adopted a different approach in her resource presentation, by asking the student participants a number of leading questions related to their duties, household/school work, parents attitudes towards children-boys/girls etc. This was followed by questions directed at the teachers. This approach generated a lot of heated discussion by one and all.

The group had a small lunch break followed by the screening of three video films -

1. Born Female
2. Meri Biwi Kaam Nahi Karta
3. Manchange Bidi

at the CIEF. After seeing the films the children in the group were very excited and commented on the women's issues and problems depicted in the same. They narrated their personal experiences and approaches related to the problems faced by women. The teachers felt that the I.V./V ideo were good media to be used for generation of discussion in schools and expressed their keenness to have these films shown to all the students in their schools.

October 28th

The 28th morning session was an informal one started by a

a discussion on various women's issues like dowry deaths, sharing of household tasks, harassment and suppression of women's desires and needs. This was followed by the entire group being split up into five working sub-groups, to plan out activities related to 3 specific areas-

1. Classroom-based activities
2. Co-curricular activities
3. Community based activities

The other two groups consisted of primary and secondary school children, for writing stories, poems and their experience regarding the workshop.

After the sub groups finalised their respective reports they were individually read out by the group leaders, the children also read out their compositions etc. This was followed by a discussion among all the participants.

A talk on Elimination and Evaluation of Sexist Bias from Textbooks was jointly given by Dr, I. Kulshreshtha and Manju Bhatt of the A.S.U. All the teachers were appreciative of the talk as they realised that the textbook is the main tool used by them in our educational system, for the formal teaching of all subjects.

After lunch, the valedictory session began with the children playing a central role. Each one expressed their views on the 2 day workshop through simple talks, essays and couplets. It was heartening to see the zeal and enthusiasm the children expressed in spreading the message of women's equality in their schools and neighbourhood.

Mrs. D. Unnithan gave thanks on behalf of all the teachers

present, followed by a summing up of the outcomes of this project by Dr. K. Ahmed.

At this juncture Prof. Jalaluddin graced the occasion by his presence. Mrs S. Paranjpe gave a brief report of the entire proceedings.

This report was followed by a small and enlightening talk by the Joint Director, wherein he stressed the need for action-oriented programmes all over the country for implementation of LWE. He felt that the school plays a crucial role in this effort and hoped that all the participants would contribute in the effort of the WSU to carry out their various schemes.

Finally the children concluded the entire proceedings with the singing of the National Anthem.

Evaluation- The workshop was found to be effective, orienting all the participants towards the need for implementing a strong school based programme. Awareness generation was another outcome as was obvious from the group discussions, essays and stories written by the students.

The working groups also came forward with a list of activities in the three areas identified - classroom-based, co-curricular and community-based activities. These activities could now be put into action in the selected schools for creation and generation of awareness on LWE. This workshop had created a sound base for launching the school based programme in the Mehrauli Block in Delhi.

APPENDICES

APPENDIX I

WORKSHOP TIME SCHEDULE

Venue:- NIE Auditorium

27th October Thursday

- | | | |
|------------------------|---|---|
| 9.30 - 10.00 a.m. | - | Registration |
| 10.00 - 11.00 a.m. | - | Presidential Address -
Mrs. D. Unnithan.

Inaugural talk -
Prof. U. Nayar
Prof. S. Bisaria. |
| 11.00 - 12.00 p.m. | - | Self introduction by
the participants. |
| 12.00p.m. - 12.30 p.m. | - | An Introductory Talk
on EWE - Prof. U. Nayar. |
| 12.30p.m. - 1.00 p.m. | - | Role of Classroom Activities
Management and Teacher
Behaviour as related to EWE -
Vibha Parthasarathi. |
| 1.00p.m. - 1.30 p.m. | - | Issues on the Status of the
Girl Child -
- Karuna Ahmad. |
| 1.30p.m. - 2.00 p.m. | - | Lunch Break. |
| 2.30p.m. - 4.30 p.m. | - | Video Film Presentation
and Group discussion on -
1. Born Female
2. Meri Biwi Kaam Nahin Karti
3. Manchanga Bidi. |

28th October, Friday

- | | | |
|-----------------------|---|---|
| 9.30a.m. - 10.30 a.m. | - | School Based Programme for
EWE - Prof. U. Nayar. |
|-----------------------|---|---|

- 10.30 a.m. - 12.30 p.m. - Working Groups to formulate activities for the School Based Programme.
- i) Classroom - based
 - ii) Co-curricular
 - iii) Community - based
 - iv) Primary School Children
 - v) Secondary School Children
- 12.30 p.m. - 1.00 p.m. - Presentation of Group Reports and Discussion.
- 1.00 p.m. - 1.30 p.m. - Elimination and Evaluation of Sexist Biases from Textbooks
- Dr. I. Kulshreshtha
 - Ms. Manju Bhatt.
- 1.30 p.m. - 2.00 p.m. - Lunch Break.
- 2.00 p.m. - 3.30 p.m. - Closing session
- i) Children presented their written material and thoughts.
 - ii) Summing up of proceedings.
- Ms. S. Paranjpe

Valedictory Address
Dr. A.K. Jalaludin.
Joint Director NCERT.

APPENDIX II

LIST OF WSU FACULTY AND ADMINISTRATION WSU FACULTY

1. Prof. Mrs. Usha Nayar
2. Prof. S. Bisaria
3. Dr. K.C. Nautiyal
4. Dr. I. Kulshreshtha
5. Mrs. J. Duggal
6. Mrs. S. Paranjpe
7. Mrs. M. Bhatt

Administration

8. Mr. R. P. Sharma - AFC
9. Mr. S.C. Sharma - P.A.
10. Mr. K.H. Bhatt - Assistant
11. Mr. Rajesh Ranjan - L.D.C.
12. Mr. Omprakash - L.D.C.
13. Km. P. Lena - Stenographer
14. Km. Navaljeet Kaur - Stenographer III

APPENDIX - III

LIST OF PARTICIPANTS IN THE SCHOOL BASED PROGRAMME FOR E.V.E.

OCTOBER 27-28 1988

Sr. No.	Name	Educational Institution	Designation
1	Mrs. Sudarshan Uyal	Govt. Girls Jr. Sec. School, Mehrauli	Principal
2	Mrs. S. Gupta	G. Co-Edu. M. School, Neb Sarai, New Delhi	Headmistress
3	Mrs. Kanwal Nain Kaur	Govt. Co-Edu. M. School, Neb Sarai, New Delhi.	I.G.T. (Gen.)
4	Mrs. Nirmal Balhara	Govt. Co-Edu. M. School, Neb Sarai, New Delhi.	I.G.T. (Sans)
5	Satya Prakash	" "	Student VIII
6	Parvinder	" "	Student VI
7	Poonam	" "	Student VII
8	Beena	" "	Student VII
9	Mrs. Shashi Bala	Govt. Co-Edu. M. School, Neb Sarai, New Delhi.	P.E.T.
10	Mrs. Amrit Kumari	Govt. Girls Jr. Sec. School, Mehrauli.	P.G.T.
11	Mrs. Madhu Gupta	" "	P.G.T.
12	Miss Seema	" "	Student XI
13	Ms. Sunita	" "	Student XI
14	Mrs Ram Devi	M.C.D. Priy. Girl School, Chatterpur	Assistant Teacher
15	Mrs. Sawarn Kanta Vaid	" "	
16	Kum, Yogita	" "	Student
17	D.K. Jain	" "	School Inspector
18	Mrs. S. Nagpal	Govt. Girls Sr. Sec. School, Chatterpur	Principal

Sl. No.	Name	Educational Institution	Designation
9.	Miss Kanta Joshi	Govt. Girls Sr. Sec. School, Chattarpur.	P.G.T. (Eco.)
20.	Mrs. Saroj Bhasin	Govt. Girls Sr. Sec. School, Chattarpur	T.G.T. (Hindi)
21.	Sarita	" "	Student XI
22.	Km. Neeta Saxena	" "	Student XI
23.	Sudershan Sharma	M.C. Pry. M. School M.M.T.C.	Headmistress
24.	Krishna Dhawan	" "	Asstt. Teacher
25.	Chander Prabha	" "	Asstt. Teacher
26.	Harinder Kaur Sethi	M.C.D. Pry. Girls School, Chattarpur	Asst. Teacher
27.	Sangeeta	M.C. Pry. M. School M.M.T.C.	Student
28.	Maya	" "	Student
29.	Ajay Bhandari	" "	Student
30.	Shambhu	" "	Student
31.	Mrs. S. Sundararajan	Teaching Centre Springdals School Pusa Road, N. Delhi	Director
32.	Ms. Vibha Parthasarathi	SPV Lodhi Estate	Principal
33.	Karuna Ahma	ZHCEs, J.N.U	Asst. Prog.
34.	Km. Sarojni Rajpal	E.O. East Zone-21	E.O.
35.	Dr. Unnithan	SLE, Roop Nagar	Principal
36.	Dr. M.N. Siddiqi	Old Hindu College Kashmeri Gate, Delhi.	E.O. (MCD)

APPENDIX IV

LIST OF MATERIALS GIVEN TO THE PARTICIPANTS

1. An approach paper on school based programme on EWE.
2. Programme for the Year 1988-89.
3. Programme of WSU's framework.
4. Education for EWE Sexist bias in Education programme, curriculum and Media : fostering the new values.
By Dr. S. Bisaria
5. Sexist Bias in textbooks and Children's Literature
Source :- Andree Michel, UNESCO, 1986.
6. Media Today - an obstacle in Women's development -
By Kamala Bhasin
7. Regional workshop for key personnel Education for Women's equality.
By Vibha Parthasarathi
8. Regional Workshop for Key personnel on Education for Women's Equality.
By L. Ramdas
9. Regional Workshop on Education for Women's Equality
Nursery Rhymes Matching Times
Extracted from Kamla Bhasin
10. Aaj, Kanpur 20 March, 1988 (Newspaper cutting)
11. New Women, Subramaniam Bharti (1882-1921)
12. Work book on "Declining sex ratio in India source - Census of India.
13. School textbooks----- The Hindu, Tuesday, December, 1982. (News paper cuttings)
14. Education for Women's equality - NPE 1986: Monitoring & Evaluation system.
15. Political participation of women in India 1962 - 1980-
Source - Census of India.
16. The story of Shanta - one copy for Co-ordinator.

बच्चों के उद्गार

नाम सीमा रानी अरोडा

कक्षा : XI सी

स्कूल जी.जी.एस. स्कूल
महरोली, नई दिल्ली

कल हमने जो फिल्म देखी उसमें स्त्रियों ने अपना हक मांगा, पहले उन्होंने अपना रूप बनाया, लेकिन कम सफल हुई, फिर उन्होंने आदमियों का पैसा बनाकर अपना हक मांगा। वही बात कि लड़के और लड़की में असमानता इसमें लड़कियों का गीर्ण किया जाता है। अगर लड़कियाँ ठान लें तो कुछ भी हो सकता है, जैसे बूँद-2 से घट भरता है, और एक-2 मोती डालने से माला तैयार होती है, उसी प्रकार अगर हर एक लड़की यह सोच ले कि मुझे अपना अधिकार लेना है, तो इस कार्य में सफलता मिल सकती है। मुझ में तो इतना आत्म विश्वास पैदा हो गया है कि अगर कोई बड़ा भी आएगा तो भी मैं अपना हक मांग लूँगी। मैंने देखा है कि अमीर लोगों में तो लड़के लड़की में असमानता हो ही नहीं सकती, और अगर हो भी तो न के बराबर, मध्यवर्ग में 50% और निम्नवर्ग में तो पूरी-पूरी असमानता पाई जाती है। वे बेरोजगार होते हैं, वे सोचते हैं कि चलो बिना दहेज के लड़की की शादी हो रही है, तो कर देते हैं। वे उग्र आदि को नहीं देखते, वे लड़की को मार समझते हैं।

शिक्षा का प्रसार और असमानता को दूर करना इसके बारे में हमने कई बातें की। आज भी की और कल भी की थी, लेकिन मेरे हिसाब से

बच्चों के उद् गार

नाम घीना कुमारी

कक्षा VIIIए

स्कूल राजकीय सहशिक्षा पाठ्यनिक विद्यालय
नेव सराय, नई दिल्ली-30

हम कक्षा में हम पढ़ाई करते है, एवं अनुशासन बनाए रखते हैं ।
बच्चे कक्षा में ऐसे सवाल करते है, जिनसे कि महिलाओं की समानता का
प्रश्न उठता है । हम इसमें महिलाओं की शिक्षा के विषय में प्रश्न उठाते
है, और पूछ सकते है कि महिलाएं इतनी पीछे क्यों है? लड़की विद्यालय
क्यों नहीं जा सकती ? लड़की नौकरी क्यों नहीं कर सकती ? लड़की अपने
हक के लिए क्यों नहीं लड़ सकती ? कक्षा में समानता रखने के लिए हम
कुछ हद तक कदम उठा सकते है, एवं कक्षा में लड़के लड़की सब मिलकर कार्य कर
सकते है ।

मैं बड़ी होकर दुःखी महिलाओं की सेवा करना चाहूँगी । हम गांव
में उन दुःखी महिलाओं और बच्चियों की मदद कर सकते है, जो स्कूल नहीं
जा सकती । हम इन दो दिनों में बच्चे और बच्ची के फर्क को समझा है,
और हमने देखा कि औरत अपने अधिकार के लिए लड़ी है । स्त्रियों ने
अपना अधिकार पुंस्त्रों जितना चाहा है । हमने इन दो दिनों में औरत
के दुःख ज्ञात किए है । गांव में भी लड़के और लड़की को समान नहीं
समझा जाता है । अधिकतर लोग यह कहते हैं कि औरत कुछ काम नहीं करती,
परन्तु स्त्री पुरुष से अधिक कार्य करती है, इसलिए उसे पुरुष के जितना ही
वेतन मिलना चाहिए । मैं बड़ी होकर इन दुःखी औरतों की सेवा करूँगी,
और लड़कियों की उनका सम्मान दिलवाऊँगी, तथा बेरोजगार लड़कियों को रोज-
गार दिलवाऊँगी । मैं बड़ी होकर अध्यापिका बनूँगी ।

बच्चों के उद्गार

नाम नीता सक्सेना

कक्षा XI ए

स्कूल जी.जी.एन.एन. स्कूल

छतर पुर, नई दिल्ली

महिला समानता के विषय में हमने यहां दो दिन तक चर्चा सुनी, तथा अपने विचार भी प्रस्तुत किए । हमें यहां बड़ों में बैठकर बड़ों के अनुभव सुनने को मिले, और नई जानकारी मिली, ऐसा अनुभव हमें पहले कभी नहीं हुआ था । हमारी बात को भी बड़े ध्यान से सुना और समझा गया । हमने यहां महिला समानता के विषय में जो जानकारी पाई उससे हमारे अहं में जागृति आई , और हमें यह अनुभव हुआ कि हम समाज का पिछड़ा हुआ वर्ग नहीं हैं । हम भी बहुत कुछ कर सकती हैं, यहां तक कि समाज को बदल भी सकती हैं । अब तक तो हमें हमारे माता-पिता ने एक ही मार्ग बताया था कि थोड़ा सा पढ़ लिख लो, उसके बाद तो घर ही गुन्हारा क्षेत्र है, परन्तु यहां दो दिन तक जो चर्चा हुई, उससे हमारे विचारों में बहुत परिवर्तन आया है । हमने कल घर जाकर अपने माता-पिता को इन बातों से परिचित करवाया है , और उन्हें यह कहा कि हम आपके लिए लड़के से कम नहीं हैं, आप एक दिन देखेंगे कि आपको इन लड़कियों पर गर्व होगा , और आप आपके सामने यह कहेंगे कि ऐसी ही भी लड़की पार पुरों की अपेक्षा अच्छी है । यह बात मैं इसलिए कह रही हूँ क्योंकि मेरा भाई नहीं है, और मेरे माता-पिता को यह कभी बहुत अनुभव होती है, अतः मैंने यह दृढ़ निश्चय लिया है कि माता-पिता को मैं अवश्य ही यह सोचने पर मजबूर कर दूंगी कि लड़कियाँ लड़कों से किसी तरह का कम नहीं । अंत में मैं प्रतिज्ञा करती हूँ कि मैं जहां तक संभव होगा अपने संपर्क में आने वाले हर व्यक्ति की महिला समानता के बारे में बताऊँगी ।

बच्चों के उद्गार

नाम सरिता त्यागी

कक्षा XI ए

स्कूल राजकीय उच्चतर माध्यमिक विद्यालय,
छतरपुर, नई दिल्ली

कक्षा में समानता स्थापित करने के लिए हम कुछ हद तक कदम उठा सकते हैं । हम अपनी अध्यापिकों के माध्यम से महिलाओं के आँड़ों आदि के बारे में प्रश्न कर सकते हैं । महिलाओं में शिक्षा, कामकाज आदि के सम्बन्ध में प्रश्न उठा सकते हैं । हम उनसे पूछ सकते हैं कि महिलाएं इतनी पीछे क्यों हैं, उनमें जागृति फैलाने के लिए कौन-कौन से कदम उठाए जा सकते हैं , जिससे उनका मानसिक, आर्थिक एवं बौद्धिक विकास हो सके । हम भारत में स्त्रियों की गिरती हुई स्थिति पर विचार कर सकते हैं । लड़कियों को अपने अधिकार के लिए जागृत करना हो, हमें कक्षा में एकता कायम करके अपने आस-पास के माहौल को बदलना होगा । मैं अपने पड़ोस का उदाहरण देती हूँ, हमारे पड़ोस में एक संयुक्त परिवार रहता है, वहाँ पर स्त्रियों की दशा दयनीय है । स्त्रियों को कोई अधिकार प्राप्त नहीं है वे अपने पति की आज्ञा के बिना घर से बाहर नहीं जा पाती । उन बेमारियों को घर में घुट कर रहना पड़ता है । हर समय काग करते रहने के पश्चात भी सुनना पड़ता है कि वे कुछ नहीं करती । पुरुष कहते हैं कि नारी पुरुष की वरावरी नहीं कर सकती । ऐसा क्यों होता है ? नारी को असहाय और कमजोर क्यों समझा जाता है ? इसलिए क्योंकि वह दबी रहती है, जवाब नहीं दे पाती । स्त्रियों को समझाना है कि वे अपने अधिकार के लिए लड़ सकती हैं ।

महिला समानता की शिक्षा

के बारे में

बच्चों के उद्गार

नाम माया कुमारी

वर्ष 5 ए

स्कूल नगर निगम प्राथमिक आदर्श विद्यालय
एम0एम0टी0सी0 कालोनी, दिल्ली ।

भारतीय नारी का नाम लेते ही मन में कल्पना का जो चित्र उभरता है, वह अत्यन्त सुन्दर और भव्य है । लेकिन अब समाज में उनकी स्थिति दयनीय हो गई । समाज में नारी को भी पुरुषों के समान अधिकार प्राप्त है, लेकिन फिर भी उसे समानता के अवसर प्राप्त नहीं है, उसे तुच्छ कमजोर एवं असमर्थ समझा जाता है । वह पुरुषों के समान कार्य करती है, लेकिन फिर भी वेतन में असमानता होती है । हमारे समाज में लड़की का होना अभिशाप माना जाता है लड़के के पैदा होने पर बाजे इत्यादि बजाकर प्रसन्नता व्यक्त की जाती है , लेकिन लड़की का नाम सुनते ही शोक छा जाता है । कहा जाता है कि लड़का तो बुढ़ापे की लाठी है, जब कि लड़की पराया धन, इसलिए उसे शिक्षित करना बेकार है । हमारे समाज में रुढ़िवादिता व्याप्त है, यदि लड़की को थोड़ा बहुत पढ़ाया भी जाता है , तो ऐसी लड़कियाँ बहुत कम हैं, जो उच्च शिक्षा प्राप्त करती हैं ।

बच्चों के उद्गार

नाम सुनीता महला
कक्षा x। सी
स्कूल जी. जी. एस. एस. स्कूल
महरौली, नई दिल्ली-30

कल से आज तक जितनी भी चर्चा हुई उसका सार केवल इतना ही है कि स्त्री एवं पुरुषों में समानता लाई जा सके । जैसाकि बहुतों ने यह कहा कि शायद हमारे माता पिता ने हमें लड़कों से अधिक माना । हमें यह नहीं करना कि लड़कियों को लड़कों से ऊँचा कर दें, बल्कि हमें दोनों को समान बनाना है । जैसा कि आज अभी कुछ देर पहले बताया गया कि बहुत समय पहले स्त्रियां पुरुषों से ऊँचे स्तर पर थी, फिर पुरुष स्त्रियों से ऊँचे उठ गए, अब हम स्त्रियों को ऊँचा उठाने का प्रयास करेंगे तो भविष्य में ऐसी ही गोष्ठी पुरुषों को करनी पड़ेगी, और इस प्रकार समानता आ ही नहीं सकेगी ।

स्त्री पुरुष को समान करने के लिए अनेक तरीके अपनाए जा सकते हैं । इसके लिए औरतों को ही गो आना होगा तथा मिलकर कदम उठाना होगा तभी हम सफल हो सकेंगे । मैं यह भी नहीं कहती कि केवल स्त्रियों के प्रयास से ही यह संभव हो सकेगा , लेकिन अगर पूरा समाज इस विषय में प्रयास करेगा तो अवश्य ही हमें इस कार्य में सफलता मिल सकती है । मैं सप्रसन्न हूँ कि हमें आज से ही नहीं बल्कि अभी से ही इसके लिए कार्य शुरू करना होगा । क्योंकि भाषणा से कुछ नहीं होता, अतः हम से जो हो सकता है करना चाहिए, चाहे उसका असर कितना भी हो । मुझे इसी बात पर शेर याद आ रहा है :-

"अपना तो काम है दिए जलाते हुए चलो ,
राह में चाहे दोस्त या दुश्मन का घर मिले ।"

बच्चों के उद्गार

नाम योगिता मेंहदीरत्ता
कक्षा V बी
स्कूल नगर निगम प्राथमिक बालिका विद्यालय,
छतरपुर, नई दिल्ली-30

अगर समाज में लड़की पैदा होती है, तो वह माता-पिता के लिए बोझ बन जाती है, सब चाहते हैं कि लड़का हो। क्या लड़का ही माता-पिता की सेवा कर सकता है ? लड़की का अधिकार नहीं है, माता-पिता की सेवा करना। जब तक लड़की माता-पिता के साथ रहती है, तब तक लड़की माता-पिता की सेवा कर सकती है।

APPENDIX VI

Detailed List of Activities

In School Activities

Co-curricular

Prayer meetings .

Dramatization.

Group discussions

Debated and declamation Contests

Group songs

Art Competitions

Celebration of days/festivals

SUPW Programmes

Development of posters

Charts

Wall hangings

Organising exhibitions

Holding T.V./Video films shown on EWE: Project work to be taken up on various topics related to important women. Slogan on walls and prabhat pharis.

Regular F.T.A.'s

Magazine (Writing Articles)

Picnics where all the students prepare food, clean up and thus work together.

Games stressing playing

together Elimination of Sexist bias from classroom activities, text books and curriculum transaction.

Pre-school

Story - telling

Nursery Rhymes

Games for both boys and girls

Fancy Dress Competitions

Middle and Higher Secondary

Elucution competitions on topics related to womens' and problems pictures projects depicting womens' problems, status and how they can be empowered.

Essay Writing

Poster painting and exhibition

Enactment of skits by both sexes.

Out of School

Students and teachers to adopt villages for working with the local community for generation of awareness and orientation towards EWE.

Working in collaboration with NFE's, AE's anganwadis etc. situated in the village.

Acting up plays, skits and shows for the local community by the students.

Group discussions with the local people and local group leaders Organising regular awareness generation programmes at Adult Education Centres Mahila Mandals and Yuva Kendras.

Awareness generations and orientation towards EWE through Non formal education centres.

Organising picnics together.

